



SOCIAL AND ECONOMIC VALUES OF PROSPECTIVE TEACHERS IN RELATION TO ATTITUDE TOWARDS TEACHING PROFESSION

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ABSTRACT

Values are important for the society. A society can progress if it is not disintegrated into the individuals rather than united into a body of society. Society needs a body of ideals and values to unite its members. The value system in the life of individuals helps them to live in the right direction. So it is the most important duty of teachers to inculcate values among students. All teachers must have the values and ideals in order to be efficient teachers. This study aimed to determine to what extent the social and economic values of prospective teachers predict their attitude towards teaching profession. The main objectives of the study were to find out the correlation between social values of prospective teachers and attitude and between economic values of prospective teachers and attitude towards teaching profession. To achieve these objectives, the sample of 200 prospective teachers was taken from all educational colleges under Punjab University Chandigarh. Descriptive analysis like mean, median, S.D. and coefficient of correlation calculated. No significant correlation was found between social values of prospective teachers and attitude towards teaching profession, but a positive and significant correlation was found between economic values of prospective teachers and attitude of towards teaching profession.

KEY WORDS: social, economic, values, Attitude, teaching profession, prospective teachers.

INTRODUCTION

The essential function of education is to develop different physical, mental, emotional, social and economic values of pupils by laying stress on the development of healthy habits, traits, right attitude, values and interest among students. In fact, education is a value oriented enterprise.

Values determine the choice, pupils make and the ends they live. Values also determine likes and dislikes of an individual's life and control the behavior.

Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture.

The main objective of education is a balanced and healthy development of the personality of the pupils. Today there is undue emphasis on knowledge oriented education which pays attention to the intellectual development of the pupils. This makes the educational process one sided and results in the lop-sided personalities. The moral, religious and spiritual values of the great Indian tradition are being pushed back into the wilderness of oblivion. So there is a crisis of character owing to deterioration of values in social, economic and cultural sphere of man.

Social Values

The values of a society are important because they influence the content of its norms. If a society values education highly, its norms will make provision for mass schooling. If it values a large population, its norms will make provision for big families. In principle at least all norms can be traced to a basic social value. The norms that prescribe the routines of office work and assembly line production for example reflect the high value we place on efficiency. The norms that require a student to be more polite and formal to a professor than to fellow students express the value of society. All norms express social values. The values of a society have to be inferred from its norms.

According to Spranger, the highest value for this type is love of people. In the study of values, it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends and is therefore kind, sympathetic and unselfish. He is likely to find the theoretical, economic and aesthetic attitudes cold and inhuman. Thus the social value refers to love of people and sympathy.

Economic Values

Spranger defined the economic values as those things and goods in which human beings are interested and that is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world- the production, marketing and consumption of goods, the elaboration of credit, and accumulation of tangible wealth. This means what are practical deals with economic values. Thus economic values refer to the utility of what is useful.

Attitude

Attitude involves some knowledge of a situation. Attitude may be defined as characteristics, feelings or emotions that are experienced. In other words attitudes result from personal desires and group stimulation. They actually are a part of individual's personality but are affected by the attitude and behavior of the group

with which he associates.

Proshansky (1975) referred to physical settings and attitudes as follows: Physical settings-simple or complex-evoke complex human responses in the form of feelings, attitudes, values, expectancies, and desires, and it is in this sense as well as their known physical properties that their relationships to human experience and behavior must be understood.

According to social psychology, Attitude is an evaluation of an attitudinal object, ranging from extremely negative to extremely positive.

Most contemporary perspectives on attitudes also permit that people can also be conflicted toward an object by simultaneously holding both positive and negative attitudes toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object.

Thus attitude is inferred from verbal expression, anticipatory and mediating with reference to patterns of overt responses, it is evoked by a variety of stimulus pattern as a result of previous learning. Attitude towards teaching profession is a tendency to react favourably or unfavourably in different degrees, which determine the actual response towards teaching.

TEACHING PROFESSION

Until the twentieth century, teachers had very little formal preparation for their jobs and little voice in determining the conditions of their employment. Teacher training entailed only one or two years (and sometimes less) at a normal school or teacher's college. The main thrust of this training centered on their public and private deportment. Teachers were enjoined to follow strict rules and regulations concerning their behavior away from the school setting (Ornstein & Levine, 2003).

Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators and this is possible only through professional training of teachers.

Objectives

- To study the correlation between social values and attitude of prospective teachers towards teaching profession
- To study the correlation between economical values and attitude of prospective teachers towards teaching profession

Hypotheses

Ho 1) There is no significant correlation between social values and attitude of prospective teachers towards teaching profession

Ho 2) There is no significant correlation between economical values and attitude of prospective teachers towards teaching profession

METHODOLOGY OF RESEARCH

The descriptive survey was conducted on a sample of 200 prospective teachers of colleges of education under Panjab university Chandigarh including Chandigarh. Study of Values by Allport, Vernon, and Lindzey adapted by Ojha

(1977) 7th Edition and the revised test of values by Ojha in 1992 was used to measure the social and economic values of the Prospective teachers. For the social and economic values test, instructions were readout and explained to the prospective teachers. If there was any doubt, that was clarified by the investigator. Tests were collected from the prospective teachers. After the test of values, attitude inventory was given to the prospective teachers according to the instructions given in the manual and response sheets were collected.

Sampling

In the present study, the sample was consisted of 200 prospective teachers studying in different educational colleges of Panjab University Chandigarh. The sample was selected through stratified random sampling technique. The purpose of the study was explained to prospective teachers and assured them that information given by them is only for research purpose.

Scoring

Test of values was self-scoring. For scoring, the investigator added the scores of vertical columns on each page and entered the total in the boxes at the bottom of the page. Stencils were used for scoring different items in the teacher attitude inventory. Each item alternative was assigned a weight ranging from 4 (strongly agree) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weight is reversed i.e. from 0 (strongly agree) to 4 (strongly disagree). Attitude score of a subject is the sum total of item scores of all the six sub scales.

INTERPRETATION AND DISCUSSION

The correlation between social values of prospective teachers and attitude towards teaching profession and economic values of prospective teachers and attitude towards teaching profession was worked out through Pearson's correlation method.

HYPOTHESIS – 1

There is no significant correlation between social values of prospective teachers and attitude towards teaching profession.

TABLE 1.1:

TABLE SHOWING COEFFICIENT OF CORRELATION OF SOCIAL VALUES AND ATTITUDE TOWARDS TEACHING PROFESSION

Variables	N	Mean	Median	S.D.	r	Level Of Significance
Social Values	200	44.8	45	6.0	-0.06	Not Significant
Attitude Towards Teaching Profession	200	245.99	253	36.65		

INTERPRETATION

Table 1.1 shows that the value of coefficient of correlation between social values of prospective teachers and attitude towards teaching profession is -0.16, which is less than the table values 0.14 and 0.18 at 0.05 and 0.01 level of significance respectively. This shows that the value of calculated coefficient of correlation is not significant at both 0.05 as well as 0.01 level of significance. So it can be said that there is no significant correlation between social values of prospective teachers and attitude towards teaching profession. Hence the hypothesis that there is no significant correlation between social values of prospective teachers and attitude towards teaching profession is accepted.

HYPOTHESIS – 2

There is no significant correlation between economic values of prospective teachers and attitude towards teaching profession.

TABLE 1.2:

TABLE SHOWING COEFFICIENT OF CORRELATION OF ECONOMIC VALUES AND ATTITUDE TOWARDS TEACHING PROFESSION

Variables	N	Mean	Median	S.D.	r	Level Of Significance
Economic Values	200	42.28	42	5.54	.25	Significant at 0.01 level
Attitude Towards Teaching Profession	200	245.99	253	36.65		

INTERPRETATION

Table 1.2 shows that the value of calculated coefficient of correlation between economic values of prospective teachers and attitude towards teaching profession is .24 which is greater than the table values 0.14 and 0.18 at 0.05 and 0.01 level of significance respectively. It shows that the value of calculated coefficient of correlation is significant at 0.01 levels of significance. So it can be said that there is significant and positive correlation between economic values of prospective teachers and attitude towards teaching profession. Hence the hypothesis that there is no significant correlation between economic values of prospective teachers and attitude towards teaching profession is not accepted.

It can be concluded that there is no significant relationship between social values of prospective teachers and attitude towards teaching profession, but there is significant and positive relationship between economic values of prospective teachers and attitude towards teaching profession.

This means that economic values play a very important role in shaping the mindset of prospective teachers for the teaching profession.

The study is helpful for educational administrators to have a better understanding of prospective teachers that what is practical and useful, is more important to students rather than social values. They may bring some changes in the training programme of teachers so that social values may also play an important role in the development of attitude towards teaching profession.

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